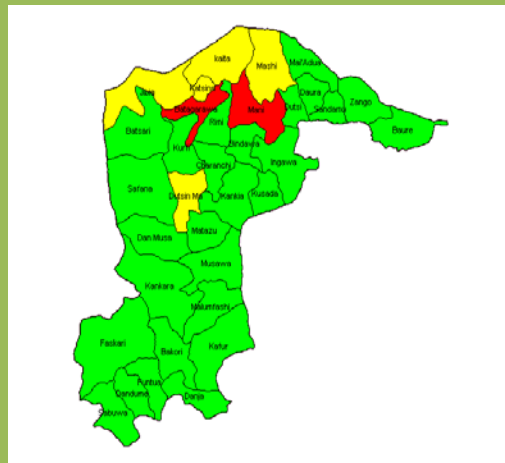


KATSINA STATE OF NIGERIA

STATE EDUCATION SECTOR STRATEGIC PLAN (SESP): 2011 – 2020



SEPTEMBER, 2010.

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Preamble

The Katsina State Education Sector Strategic Plan (SESP) is aimed at articulating the education vision of the State Government. It is hoped that the plan will give some concrete directions to the government's determination by addressing the many challenges of the Education Sector.

The process of the 10-year Strategic plan and its 3-year operational plan was achieved through a participatory process which was effectively led by the government and people of the state. The process involved the active participation of stakeholders who contributed rigorously in the analysis of the Education Sector and in charting the course of the future development.

These future developments emphasize strategic targets to be met in a 10-year perspective (2010- 2020) which addressed five major challenge areas, namely;

1. Inadequate coverage and unsatisfactory level of meaningful access,
2. Poor quality and relevance,
3. Infrastructural insufficiency and infrastructural decay,
4. Inefficient management and system inefficiency and
5. Non- sustainable funding and inadequate resourcing.

Within the SESP is the detailed three year strategic operational plan, (SESOP) which outlines the three year implementation and direction for 2011, 2012 and 2013, with cost implication clearly defined.

The state government is expected to enact a law which will give the plan a legal backing and further strengthen people's ownership of the plan.

With the development of SESP and SESOP, the government of the state has a clear road map to achieving its vigorous educational development for the next decade. Both documents are expected to be integrated into the overall planning and budget activities of the state. It provides a valuable framework for policy dialogues with populace and as well as for negotiations with development partners.

Section A

Katsina State Socio-Economic, Geographical and Political Highlight

Katsina State was created on 23rd September, 1987 out of the defunct Kaduna State, with the capital at Katsina. It is made up of Daura and Katsina Emirates which featured prominently in the establishment of the historical Seven Hausa Kingdoms (*Hausa Bakwai*).

The State lies between latitudes 11°08'N and 13°22'N and longitudes 6°52'E and 9°20'E and occupies an area of about 24,194 square kilometers. It has a population of 5,801,584 comprising 2,948,279 males and 2,853,305 females, based on 2006 census final results. It shares boundaries with Kano and Jigawa States in the East, Kaduna State in the South, Sokoto and Zamfara States to the West, as well as International border with Niger Republic to the North. The major ethnic groups are Hausa and Fulani. Islam is the predominant religion, while the main occupations of the people are farming, cattle rearing and crafts.

The administrative and political structure of Katsina State is not different from what is obtainable in other States of Nigeria. The State Governor is the Chief Executive and Chairman of the State Executive Council. The Executive Council is made up of Deputy Governor, Commissioners, and Secretary to the State Government and other key Government functionaries. The Commissioners are in charge of the day-to-day running of the Ministries. There are 13 Ministries, and 46 Extra-Ministerial Departments/ Parastatals in the State. Administratively, the State is divided into thirty-four (34) Local Government Areas (LGAs), mapped into three Senatorial Districts, namely: Daura, Funtua and Katsina. At the moment, Planning and Budget Departments are part of Ministry of Finance, Budget and Economic Planning. The Planning Department is responsible for coordinating and consolidating State level plans and budgets. This is done in close collaboration and linkage with the Budget Department. In addition, some ministries have their own planning components or units, which coordinate their activities. It is this component or unit that coordinates and defends the Ministry's budget and work plan. This type of linkage also exists at the Local Government level where the respective Departments of Finance and Planning link up with the State Department of Budget and Planning for their annual and quarterly budget and work plan.

Due to its vast arable land, the State is playing a leading role in commodity and food production, as crops are grown during both dry and rainy seasons. Major crops include cotton, groundnut, millet, guinea-corn, maize, beans and rice. Successive governments have been encouraging farmers through the provision of farm implements, pesticides and fertilizer to boost food production in the country. New ventures include fish and bee farming, sesame and cassava production. It is also pioneering in tapping the potentials of neem.

In complementing agricultural development, the State Government has made it possible for the establishment of viable industrial ventures in the State. They include Cotton Ginneries, Oil and Flour Mills, Kaolin Processing Factories and Fertilizer Blending Plants in Funtua, Safana, Sandamu and Batsari. The Funtua Burnt Bricks Factory was completed and privatized by the government. Similarly, wealthy individuals have, in response to Government's call, established viable industrial ventures such as the Plastic and Rubber Processing Companies, Northern Diaries and Hamada Carpets. They also participate in oil extraction companies in Malumfashi, Industrial Mineral Ltd in Katsina and Kankia Metal Works as core investors. The Neem

(azaderacta indica.) Processing Plant in Katsina is expected to produce 1,000 metric tons of organic fertilizer and 400 metric tons of pesticide. The state has large deposits of untapped kaolin and asbestos as well as other needed materials for good industrial take-off.

Major Highlights of Education in Katsina State

Katsina is known in history as the 'cradle of learning'. There have been in existence Islamic schools and other centres of scholarship as far back as the 14th century. The famous Gobarau Islamic Learning Centre and Mosque (Gobarau Minaret) was constructed during the reign of Sarkin Katsina Muhammadu Korau (1348-1398). It was the centre of learning for the whole of Western Sudan.

With the advent of Western Education, Katsina also took the lead in Northern Nigeria with the establishment of one of the earliest Education centres, the Katsina Training College, in 1922. Currently, the State has 2,188 primary schools with pupils' enrolment of 1,351,032 (825,120 males and 525,912 females), 172 Junior Secondary Schools and 160 Senior Secondary Schools with an enrolment of 156,979 (100,967 males and 56,009 females) and 96,899 (73,706 males and 23,193 females), respectively. There are also 13 Special Science, Technical and Vocational Secondary Schools and 13 Tertiary Institutions which include two Universities.

For a long period of time, Education has been receiving top priority in the State Government's budgetary provision. The table below shows the budget trend in the last 3 years:-

Table 1: Katsina State Budgetary Allocation for Three Years

<u>YEAR</u>	<u>TOTAL GOVT. BUDGET</u>	<u>TOTAL ALLOCATION TO EDUCATION SECTOR.</u>	<u>PERCENTAGE.</u>
<u>2008</u>	<u>N60,874,182,330.00</u>	<u>N17,942,258,572.00</u>	<u>29.5%</u>
<u>2009</u>	<u>N70,414,645,060.00</u>	<u>N20,300,846,827.00</u>	<u>28.8%</u>
<u>2010</u>	<u>N81,122,810,438.00</u>	<u>N19,081,201,163.00</u>	<u>23.5%</u>

The State Ministry of Education is the main Government Organ saddled with policy issues and the responsibility of discharging oversight functions in the entire sector. It supervises Parastatals that provide Basic Education, Science and Technical Education, Teacher Education, Non-Formal Education (NFE), etc.

Katsina, like any other state, has adopted all the existing policies in the education sector and, is steadily implementing them. These include the UBE Act, the national minimum qualification of teachers as NCE in Basic Education, while, the process of the adoption of Child Rights Act and the National Policy on Gender in Basic Education are on course. The state also utilizes the services and ideas of the National and International Development Agencies, such as MDGs, SEEDs, NEEDs, Non-Governmental Organizations (NGOs) and other Institutions. In addition, State-specific policies are periodically enacted according to need.

Currently, the state has 19,088 primary school and 5208 secondary school teachers. Numerous forms of incentives have been introduced to teachers in order to move the education sector forward. These include special scholarships (foreign and local), allowances for all categories of

teachers, Science - Based Student-Teacher Employment Scheme, prompt payment of salaries, capacity building programmes, in-service training, as well as promotion of teachers.

In order to increase access and equity, the State Government has embarked upon the expansion programme of facilities in Basic Education and Senior Secondary Schools. Girls-only primary schools have also been established in each of the 34 LGAs of the State. Transport service is being provided for female students in urban and semi-urban areas, while the development and welfare of the girl-child in the State receives closer attention, with the establishment of the Office of the Special Adviser on Girl-Child Education & Child Development. Similarly, the State has waived all manners of fees at all levels of the education system.

Persistent Challenges of the Education Sector

One of the major challenges in the education sector is the teeming number of school-age children not enrolled in school, despite government’s efforts in the provision of additional structures, school expansion programmes and establishment of new schools. Several reasons that account for this phenomenon include rapid population growth and parents’ apathy towards western education, especially in the rural areas.

It must also be admitted that the structure and personnel for quality assurance and relevance exist, but the reality on ground reveals serious shortcomings resulting in many students leaving primary junior and senior secondary schools, with certificates which they cannot defend nor demonstrate any skills for self-reliance. As for those who wish to further their education, their intentions are flouted by poor result in the National Examinations. The following data clearly shows the performance of students in SSCE, WAEC/NECO in 2006, 2007 and 2008.

Table 2: SSCE Results for Three Years.

Year	Examination	No. Sat	5 Credits and Above	%
2006	WAEC	15,960	1,538	9.6
	NECO	16,650	5,970	35.6
2007	WAEC	15,585	2,908	18.7
	NECO	17,128	8,696	50.8
2008	WAEC	19,173	2,254	11.6
	NECO	19,524	15,524	80.67

Other major challenges to policy planning and implementation include the low civil society interest and involvement in education issues. At both the State, LGA and community levels, there are very few viable civil society organizations with special focus on education. It has also been noted that resistance to education policies by the general public and some stakeholders partly emanate from the non-involvement of civil society groups both in the formation and implementation of the policies.

Again, Government policy pronouncements on education are not often backed up by relevant legislations. While, inadequate dissemination of information and infrequent monitoring and evaluation of these policies often pose great challenge to their effective implementation. Similarly,

Inadequate funding of the structures and mechanism for policy implementation hinders successful monitoring and evaluation.

There are also policies that fall short of achieving the needed human resource development of the society. The fact that certain policies have not been developed on the foundation of credible and reliable data limits their effectiveness in the achievement of targets.

Need for Sector Plan.

Attempts have been made at the national and state levels to improve system performance by promoting the development of educational plans with set goals and targets.

In Katsina State, policy directions over the years were guided by policies contained in documents such as:

- The Millennium Development Goals (MDGs Manuals)
- National and State EFA Plans
- National Economic Empowerment Development Strategy (NEEDS)
- Katsina State Economic Empowerment Development Strategy (KTSEEDS)
- Government flexible policies and pronouncements.

Katsina State is vigorously pursuing the achievement of EFA goal and MDGs through the implementation of various programmes in the Education Sector. However, lack of effective and efficient planning, and the provision of additional funding may likely hinder the realization of these goals and objectives by 2015.

Fifteen (15) states and FCT are now embarking on the development of State Education Strategic Plans through the support of the Department For International Development (DFID), United Nations Children's Fund (UNICEF) with consultancy services provided by the Education Strategies International (EDSI) and additional support of education planners from the Federal Ministry of Education (FME) and the National Institute for Educational Planning and Administration (NIEPA, Ondo State), as a means of providing concrete guidelines which could make the sector responsive to emerging national needs and the changing circumstances. These exercises are expected to culminate in the development of two strategic documents: A 10-year State Education Sector Plan (SESP) and a 3-year State Education Sector Operational Plan (SESOP).

The ultimate objective for developing SESP and SESOP is therefore, to provide a tool for education reform through a sector-wide analysis.

Process of Developing the Education Sector Plan

The Development of the 10 Year Education Strategic Plan and its 3 Year Operational Plan is a sign of Government's determination to drive a positive way of enhancing education service delivery in the State.

The State is, therefore, with support from the United Nations Children's Fund (UNICEF) designing a 10 Year Plan and 3 Year Operational Plan through the following processes:-

- (i) Sensitization of Policy makers, legislators, political office holders and relevant education managers on the need for a sector plan.
- (ii) Making a realistic budget for development of the plan.
- (iii) Setting up of a State Technical Committee with membership drawn from line Ministries, relevant education parastatals and other stakeholders.
- (iv) Series of capacity building of Core Technical Team members by UNICEF/EDSI/NIEPA.
- (v) Identification of issues and challenges of education in the state.
- (vi) Conducting researches on the identified education challenges.
- (vii) Reporting the outcomes of the field-research.
- (viii) Filling the education gaps for management of the challenges.
- (ix) Analysing the challenges using the SWOT analysis (i.e. Strengths, Weakness, Opportunities and Threats) as it affects the education sector.
- (x) Equipping EMIS Room with relevant ICT equipment in preparation for inputting of School Census Data.
- (xi) Conduct of Educational Policy and Strategy Simulation workshop.
- (xii) Data Collection.
- (xiii) Drafting the Sector Plan.
- (xiv) Presenting the draft to stakeholders.

Section B:

MAJOR CHALLENGE AREAS:-

In spite of the government's effort in moving the education sector forward, there are still some challenges that are militating against the achievement of educational objectives in the state. The major challenges identified, rotates around;

Inadequate coverage and unsatisfactory level of meaningful access

The challenge lies in the inability of the government to provide access to education to all school age children in the state, including the physically challenged people.

Poor quality and relevance

Despite successive government efforts towards bridging the gaps in the provision of sufficient number of professionals in essential fields for the provision of education for self-reliance and a reduction of gaps in gender issues, there are still notable challenges in relation to inputs, processes and outputs.

Infrastructural insufficiency and infrastructural decay

Teaching and learning can only be effective and efficient when adequate provision of educational infrastructure and physical facilities are made. Education which is considered as the overall development of an individual, physically, mentally, morally, socially and economically, can only be sound if such facilities and infrastructure are made available in adequate number. The great challenge in this area is directly related to increase in population growth, political demand and vigorous girl- child education activities in the state.

Inefficient management and system inefficiency

The Ministry of Education is being run through Zonal Directorates of Education where power is devolved for easy administration of education. However, the challenges lie in giving out information, directives and timely release of funds in addition to low ICT capacity of the personnel.

Non-sustainable funding and inadequate resourcing

Education sector budgeting in the state, as it is in other sectors, is initiated from the SMoE and other education-related agencies, and, thereafter, processed and defended through appropriate budgetary processes and structures. The major challenge is associated with delay in implementation of budget, poor budget performance and declining budgetary allocation to the education sector.

Challenge Area 1: Inadequate Coverage and Unsatisfactory Level of Meaningful Access.

Introduction:

This challenge centres on the proportion of out-of-school children in relation to school-aged children, as well as the geographical distribution of educational opportunities, including non-formal education, alternative education and gender variation in enrolment, attendance and completion.

Situational Analysis:

Currently, the major challenges impeding meaningful access to education in Katsina State include seasonal and other sundry disruptions to school attendance, due mainly to dry and rainy season farming, child-hawking, especially on market days, prolonged festivities, and commercial motorcycling (*Yan-Achaba*). Parental lukewarm attitudes towards western education, particularly for girls, have similarly been a stumbling block to gender parity in school enrolment. Female school enrolment figures for the year 2009/2010, for instance, stood at 38.9% for primary schools, 33.67% for JSS and 24.06% for SSS, respectively. Gender disparity among teachers appears to be more serious. By 2009/2010, the number of female teachers in junior and senior secondary schools in the state stood at 18% and 15%, respectively.

The inadequacy of facilities in schools is again another major challenge hindering meaningful access to educational opportunities. A recent survey revealed that only about 65% of primary school classes; and about 50% each of JSS and SSS classes have adequate classroom furniture. The situation is the same for WASH facilities. There are for instance, only 708 water points available for 2188 schools. Access to ECCDE learning centers is also hindered due to their inadequate numbers. Currently, only 345 ECCDE centers exist, against 2,272 estimated number required state-wide. Moreover, only 20% of the available centers have access to / or operate an appropriate curriculum.

Other challenges facing access and equity include long distances of schools to homes, political interference in educational policy implementation, often manifested in citing of new schools, and personnel deployment.

Low level of advocacy and sensitization also limit access to existing educational opportunities, despite huge government expenditure in this area. The Female Teacher Development Program which is, for instance aimed at bridging the educational gender gap suffers due to ignorance of many parents to its existence.

Please, find in tables 1 and 2 below, detailed analysis of the component challenges and proposed strategic policy objectives and interventions to challenges in coverage and meaningful access to educational opportunities in Katsina State.

TABLE 1: COMPONENT CHALLENGES, THEIR ROOT CAUSES AND EFFECTS

Major Challenge Area	Component Challenges	Root Causes	Effects
Inadequate Coverage and Unsatisfactory	High Proportion of out-of-school children	Low parental economic status.	Low enrolment.
		Negative parental attitude towards	Increased crime

Level of Meaningful Access		western education. Geographical factors (e.g. terrain & distance) Child labor (hawking) Peer group influence	rates. Increased rates of illiteracy
	Inadequate Geographical coverage	Political Interference in educational policy implementation Absence of School mapping Dispersed settlements especially in rural areas Few gender positive schools.	Low enrolment Lateness and Truancy Feeling of marginalization and its attendant effects reduces access to basic education especially for the girl child.
	Low Socio-Economic status of parents	Low levels of awareness / ignorance of the benefits of western education Negative social attitudes towards education. Low community participation Poverty among parents especially female.	Low enrolment Increased illiteracy Gender disparity in school enrolment
	Gender disparity in education	Negative social values towards girls education Lack of proper positive role models to female education Some educational policies and environments are not gender sensitive (e.g. policy of coeducation)	Low enrolment, attendance and transition rates Inadequate motivation of the girl child to schooling.
	Access for learners with special needs is limited	Inadequate number of special needs education centers Ignorance of some parents on the	Low enrolment for special need children

		<p>benefits of educating children with special needs</p> <p>Non-provision of inclusive education facilities.</p> <p>Socio-cultural and parental attitude to special needs children.</p> <p>Societal discrimination and stigmatization.</p>	<p>Increase in street begging</p> <p>Increased dependency rates in the society.</p>
	Low Level access to non-formal and alternative education.	<p>Lack of policy framework.</p> <p>Inadequate number of learning centers.</p> <p>Ignorance of the benefits of adult and non-formal education.</p> <p>Low societal values for adult and non-formal education programmes.</p> <p>Inadequate number of training facilities.</p>	<p>Low level participation.</p> <p>Increase in number of illiterate adults.</p> <p>Increased number of disadvantaged groups.</p>

TABLE 2: STRATEGIC POLICY OBJECTIVES AND STRATEGIC INTERVENTIONS.

Major Challenge Areas	Component Challenges	Strategic Policy objectives	Strategic interventions
Inadequate Coverage and Unsatisfactory Level of Meaningful Access	High Proportion of out-of-school children	<p>Reduction in the proportion of out-of-school children to 5%.</p> <p>Significantly increase access to basic education.</p>	<p>Increased advocacy and sensitization.</p> <p>Increased community participation.</p> <p>Maintain School bus services.</p> <p>Provide incentives to encourage participation e.g. Waiver of all forms of school and examination fees.</p> <p>Establish more secondary schools across the state.</p>

	Inadequate Geographical coverage	Expand coverage to unreached groups and areas.	Establish more schools in disadvantaged and rural areas. Conduct School Mapping. Construct access feeder roads and bridges where appropriate.
	Low Socio-Economic status of parents	Economic empowerment of parents/communities. Influence change in societal values inimical to quest for western education.	Provide agricultural support services. Increased advocacy and sensitization. Introduce community economic empowerment programme.
	Gender disparity in education	Increase girls' enrolment, retention and completion. Increase gender parity in teaching staff	Increase advocacy and sensitization activities on importance of girl-child education. Provide gender – sensitive school environment (more female teachers and adequate WASH facilities) Promote and sustain GEP and the Female Teacher Development Programme(FTSS)
	Access for learners with special needs is limited	Increase the proportion of special – needs children attending school.	Increased advocacy and sensitization. Expand and improve facilities in the learning centers for special needs education. Implement the policy of inclusive education. Ensure adequate mainstreaming strategies
	Low Level access to non-formal and alternative	Increase the percentage of literacy.	Increased advocacy and sensitization activities.

	Education	Expand access to adult, continuing and nomadic education centers.	Provide more non-formal education centers and facilities.
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Challenge Area 2: Poor Quality and Relevance

Introduction

The focus is in the quality and quantity of teachers in the education system, which include teacher quality, teacher/pupil ratio at all levels, availability and appropriateness of teaching and learning materials, available teacher support systems, teaching learning processes and learning outcomes.

Situational Analysis

Governments' attention has over the years been drawn to the issues of quality of education in Katsina state and the relevance of the curriculum to the needs of the society. So far, it has been noted that a giant stride has been made towards improving the quality of teachers and teaching to enhance learning. The efforts are geared towards bridging the gaps in the provision of sufficient number of professionals in essential fields, thus providing education for self-reliance and a reduction of gaps in gender issues.

However, in spite of government efforts, there are still notable challenges in relation to inputs, processes and outputs, which include low level advocacy and public awareness campaigns on new policies. Others are insufficient teaching/learning materials and inadequate infrastructural facilities. For instance, there are 12,695 classrooms in primary schools with an enrolment of 1,531,032, indicating a high classroom/pupil ratio of (1:127).

The following table also indicates teacher capacity situation in the state;

KATSINA STATE MINISTRY OF EDUCATION
TEACHER CAPACITY

Level	Enrolment			Number of Teachers		Teacher : Pupil Ratio		TOTAL
	Total	M	F	M	F	M	F	MF
Primary	1,351,032	825,120	525,912	14759	4329	1:56	1:122	1:71
JSS	156,976	100,967	56,009	2603	568	1:39	1:97	1:50
SSS	96,899	73,706	23,193	1732	305	1:43	1:76	1:48

Level	Enrolment			Qualified Teachers		Qualified Teacher : Pupil Ratio		TOTAL
	Total	M	F	M	F	M	F	MF
Primary	1,351,032	825,120	525,912	6137	1904	1:135	1:276	1:168
JSS	156,976	100,967	56,009	2071	496	1:49	1:113	1:61
SSS	96,899	73,706	23,193	1244	238	1:59	1:97	1:65

Other challenges include weak monitoring and inspection of schools, high proportion of unqualified teachers, as there are only 12,090 qualified teachers against the total number of 24,171 primary and secondary school teachers in the state, lack of technical and managerial skills on the part of some management staff, and absence of guidance and counselling services in schools.

There also exists gender disparity in teaching profession. For example there are only 4,329 female teachers in Primary Schools as against the total number of 19,088 teachers, 568 female teachers in Junior Secondary Schools as against the total number of 3,171 and 305 female teachers as against the total number of 2,037 teachers in senior secondary schools.

Table 3: Component Challenge: Poor Level of Quality and Relevance

Major Challenge	Component Challenges	Root causes	Effects
Poor level of quality and relevance	Inadequate number of Qualified teachers at all levels	Lack of interest in teaching profession Poor academic background from the basic level Poor recruitment and retention policies Inadequate INSET Training.	Poor teaching and learning processes Low academic performance Low teacher morale Truancy Examination malpractice
	Insufficient and inappropriateness of teaching/learning materials.	Misplaced priorities in the education sector. Inadequate distribution of teaching and learning materials. Inadequate skills for improvisation. Lack of policy guide lines for effective distribution procedures.	Poor lesson delivery. Non commitment of teachers. Low interest of students. Poor learning outcomes.
	Inadequate Teacher-support systems	Inadequate logistics for teacher professional development Weak monitoring and evaluation unit.	Poor teaching/learning process. Non commitment on the part of the teachers. Poor learning outcomes.
	Poor teaching/learning processes	Inadequate number of qualified teachers.	Absenteeism and truancy

		<p>Poor teacher preparedness.</p> <p>Inappropriateness of teaching/learning materials.</p> <p>Lack of relevance of curriculum to societal needs.</p> <p>Poor curriculum implementation.</p>	Half-baked graduates
	Poor learning outcomes	<p>Inadequate supply of instructional materials.</p> <p>Poor delivery mechanism.</p> <p>Lack of adequate motivation for teachers.</p>	<p>Lack of interest on the part of teachers and students.</p> <p>Examination malpractice.</p>

Table 4: Strategic Objectives and Strategic Interventions

S/N	Major Challenge Area	Component Challenge	Strategic Objective	Strategic Intervention
1.	Poor quality and relevance.	Inadequate number of Qualified teachers at all levels.	Recruitment of more qualified teachers.	<p>Increase in budgetary provisions.</p> <p>Improvement of welfare packages for teachers.</p> <p>Enforcement of minimum qualifications for teaching.</p> <p>Empower teacher development institutions.</p>
		2. Insufficient and inappropriateness of teaching/learning materials.	Increase in the provision of adequate and appropriate teaching and learning materials.	<p>Supply of adequate and relevant teaching materials to schools.</p> <p>Supply of adequate number of curriculum materials.</p> <p>Conduct of capacity building for teachers on improvisation of teaching/learning materials.</p>
		Inadequate	Strengthen the teacher	Increase funding for teacher

		Teacher/support systems.	support systems.	<p>professional development.</p> <p>Organize workshops on quality assurance for education personnel.</p> <p>Provide more logistics for effective monitoring and evaluation.</p>
		Poor teaching/learning processes.	Improve teaching/learning processes.	<p>Organize workshops and seminars on effective teaching and learning skills at all levels.</p> <p>Effective monitoring of teaching and learning processes at all levels.</p> <p>Training and re-training of teachers on curriculum innovations.</p>
		Poor learning outcomes.	Improve learning outcomes at all levels.	<p>Training and re-training of teachers.</p> <p>Provision of more teaching and learning materials.</p> <p>Provision of more child-friendly environment.</p>

Challenge Area 3: Infrastructural Insufficiency and Infrastructural Decay

INTRODUCTION:

This challenge is concern with the condition of the existing infrastructural facilities vis-à-vis their availability and utilization in relation to students population. It also covers the laboratory facilities, library space and utilization as well as the age and state of these physical facilities.

SITUATIONAL ANALYSIS:

The major challenge in the area of availability and state of educational infrastructural facilities in Katsina state is mainly in the area of gross inadequacy. Provision of classrooms in the primary, JSS and SSS stood at 45%, 72% and 85% of total requirement. Again the supply of pupils' furniture in these classrooms as at 2009/2010 stood at 65% for primary schools and 50% each for junior and senior secondary schools in the state.

Another major challenge in the availability and utilization of educational infrastructural facilities includes the state of the learning environment. This is characterized by the poor state of recreational and sporting facilities. The supply of WASH facilities is also another challenge area. There are for instance, a total of 6974 toilets in all primary schools in the state, for an enrolment of 1,351,032. Water and power supply to schools requires attention as well. There are for instance only 708 water points (comprising of 28 pipe-borne water points, 193 boreholes, and 68 wells in junior and senior secondary schools) against 1399 required.

The supply of health facilities also needs attention. At present, there are only 9 and 12 clinics in the 172 junior secondary schools and 160 senior secondary schools in the state respectively. Again only 121 junior and 87 senior secondary schools are linked to the national grid, while 7 junior and 8 senior secondary schools have alternative source of power.

TABLE 5: CHALLENGE ANALYSIS ON INFRASTRUCTURAL INSUFFICIENCY AND INFRASTRUCTURAL DECAY

Major Challenge areas	Component Challenges	Root Causes	Effects
Infrastructural insufficiency and Infrastructural Decay	High average class size	Disproportionate spread of schools in urban and rural areas. Inadequate number of classrooms. Improper planning for the future	Lateness and truancy Increase in out-of-school children Poor learning outcomes
	Inequitable spread of classrooms per school	Disproportionate spread of schools in urban and rural areas.	Overcrowded classes High pupil/student

		Inadequate number of classrooms. Improper planning for the future	teacher ratio
	Long distance between home and school	Lack of School mapping Improper planning Political interference in implementation of policy	Poor enrolment, retention and completion rates Lateness and truancy
	Inadequate seat-desk for pupil	Procurement of low quality furniture Poor maintenance	Lateness and truancy Poor learning outcomes Poor completion rates
	Inadequate Laboratory space and facilities	Misplacement of priorities vis-à-vis the importance of laboratories Procurement of low quality materials and equipment Underutilization of existing facilities Lack of qualified and adequately trained staff to handle laboratory equipment	Poor learning outcomes Limited enrolment into science courses/fields
	Inadequate Library space/holdings/utilization	Misplacement of priorities vis-à-vis the importance of libraries Lack of reading culture amongst	Poor reading habit Increased cases of examination malpractice

		students and the general society Lack of private sector participation in establishment, management and promotion of use of libraries	
	Inadequate Playground space/facilities/utilization	Misplacement of priorities and disregard for the need of play facilities in schools Inappropriate use of /or unavailability of proper PHE curriculum	Kills acquisition of sporting skills Limits physical fitness of learners and thus reduces learning
	Age and State of Physical facilities	Improper or non-utilization of former boarding facilities Unchecked encroachment into schools premises Poor maintenance habit	Makes learning uncomfortable Promotes insufficiency and decay of structures Becomes hideout for poisonous reptiles, drug addicts and criminals

TABLE 6: CHALLENGE ANALYSIS ON POLICY OBJECTIVES AND STRATEGIC INTERVENTIONS

Major Challenge areas	Component Challenges	Policy Objectives	Strategic Interventions
Infrastructural insufficiency and Infrastructural Decay	High average class size	Increase the number of classes Ensure availability of Infrastructure at all levels of education Promote maintenance habit	Adequate planning and sustenance of the schools expansion policy Improve security and maintenance structure in schools
	Inequitable spread of classrooms to schools	Increase the number of Classrooms in schools according to needs report receives from mapping exercise.	Schools expansion programme to take care of disadvantaged schools Development of emergency response policy guidelines
	Long distance between home and school	Ensure even distribution of schools especially in rural areas	Conduct school mapping exercise Even distribution in siting of new schools
	High seat-desk/pupil ratio	Ensure adequate furnishing of schools especially classrooms	Supply of qualitative and sufficient furniture to the schools
	Laboratory space and facilities	Increase budgetary provision for well-equipped	Expansion and / or establishment of subject based – laboratories in

		laboratories to schools	schools Provision of well-equipped workshops
	Library space/holdings/utilization	Increase budgetary provision for library and library facilities	Supply of sufficient and current textbooks Building of more libraries Renovation of existing libraries
	Playground space/facilities/utilization	Promote recreational activities in schools.	Renovation of existing facilities Pursue the recovery of encroached school premises Encourage formation of clubs and societies.
	Age and State of Physical facilities.	Develop a routine inspection and maintenance of physical facilities in schools.	Provision of policy guidelines on maintenance of school facilities Expansion and improvement of existing school facilities

Challenge Area 4: Inefficient Management and System Inefficiency

Introduction:

This challenge has to do with the overall management of the education system which deals with issues such as use of obsolete civil service rules and regulations, lack of adherence to the current development in ICT, inadequate skilled and trained personnel and administrative/political distractions.

Situational Analysis

There exist School-Based Management Committees (SBMCs) in schools but some are not fully functional, this is not unconnected to low commitment of the members, insufficient funds and logistics.

Another challenge is the inadequate teacher support services at all levels, in terms of capacity building of staff and provision of logistics required for proper inspection and monitoring. There is also low level involvement of the private sector in monitoring and inspection of schools. There exists unnecessary bureaucracy which causes delay in the discharge of duties and responsibilities.

It is also observed that the implementation of UBE scheme poses challenge to the basic education delivery as the Junior Secondary component still remains under the management of Ministry of Education.

Another great challenge is lack of enough ICT versatile staff in the sector. Most of the teachers and inspectors are not ICT compliance in the discharge of their duties. This may not be un-associated with ignorance in the area as well as lack of opportunity. So also most of the parastatals do not have functional EMIS nor do they have enough EMIS personnel.

Table 7: Component challenges: Inefficient Management and System Inefficiency

Major Challenge	Component Challenges	Root causes	Effects
Inefficient management and system inefficiency	Ineffectiveness of educational service delivery structures and mechanisms.	Low adherence to education policies and guidelines. Dearth of personnel Insufficient facilities	Poor education delivery and output.
	Low level maintenance of structures and materials.	Inadequate release of funds.	Low delivery of education services.
	Over centralization of responsibilities at the Ministry and SUBEB.	Unnecessary bureaucracy Dearth of. skilled personnel	Low productivity
	Insufficient number of ICT personnel Lack of functional EMIS units in most of the parastatals	Lack of opportunity Lukewarm attitude on the part of the policy makers.	Low productivity.

Table 8: Strategic Objectives and Strategic Interventions

S/N	Major Challenge Area	Component Challenge	Strategic Objective	Strategic Intervention
1.	Inefficient management and system inefficiency	Ineffectiveness of educational service delivery structures and mechanisms.	Enhance capacity of personnel Develop managerial skills of the inspectors. Enhance monitoring and evaluation system Recruitment of more qualified personnel.	Organize workshops and seminars Provision of necessary facilities for monitoring and evaluation Recruitment of more qualified personnel Empowerment of teacher development institutions.

		Low level maintenance of structures and materials.	Carry out routine rehabilitation of existing structures and provision of new ones.	Timely release of budgetary funds for maintenance and provision of new structures. Prompt utilization of released funds in execution of projects.
		Over centralization of responsibilities at the Ministry and SUBEB. Lack of enough EMIS personnel and units	Decentralization and delegation of powers and schedule of duties Conform with policies and guidelines in the administration of education Establishment of functional EMIS units and employment of more EMIS personnel	Proper training of personnel Advocacy and sensitization

Challenge Area 5: Non-Sustainable Funding and Inadequate Resourcing

INTRODUCTION

This challenge deals with annual budgetary allocation, untimely release of funds, budgetary financing and expenditure ratio, level of mobilization of non-government funding sources and education expenditure tracking.

SITUATIONAL ANALYSIS

Education sector in the state is funded essentially by the government alongside material and financial support provided by domestic and international donor agencies such as the UNICEF, DFID, ETF, UBEC, KEF and several NGOs, CBOs and CSOs.

Funding of the education sector in the state takes two main forms, i.e. normal budgetary provision to Ministry of Education, its parastatals and extra-ministerial interventions engendered by the effort of the government to fulfill its obligation to the citizenry. Over the years, the state budget to education has been above the UNESCO obligations. For instance, 36.32%, 27.26% and 29% were allocated to education in the years 2007, 2008 and 2009 respectively.

However, despite government budgetary allocation, there is delay in the release of funds for the execution of essential projects and services in the sector and the budget performance is very low. There is also withdrawal/drying up of donor agencies' support to the education sector e.g. UNFPA and UNDP.

Table 9: Component Challenges on: Non-Sustainable Funding and Inadequate Resourcing

Major Challenge	Component Challenges	Root Causes	Effects
Non-sustainable funding and inadequate resourcing.	Delay in the release of funds	Poor documentation of financial records Unqualified personnel	Non execution of planned activities Abandonment of projects Poor performance of the sector
	Low level mobilization of non-government funding sources	Low level of mobilization, advocacy and sensitization	Non-challant attitude of the community to western education Non-inclusion of vital areas Poor performance
	Withdrawal/drying up of donor agencies support	Expiration of project period Lack of fulfillment of obligations	Lack of sustainability Abandonment of project Poor maintenance
	Poor education expenditure tracking	Use of unskilled personnel Poor/lack of documentation Non-release of appropriate funds *Corruption	Systematic error Poor performance Lack of improvement on the processes Lack of new inputs for better planning

Table 10: Policy Objective & Strategic Intervention

Major Challenge	Component Challenge	Strategic policy Objectives	Strategic intervention
Non sustainable funding and inadequate resourcing	Delay in the release of funds	Timely release of allocated funds	Provision of necessary instruments for budget tracking
	Low level mobilization of non-government funding sources	Improve mobilization of non-government funds	Advocacy and sensitization of stake holders
	Withdrawal/expiration of period of donor agencies supports	Soliciting for new donor agencies support	Showcase current situation to attract donor agencies Advocacy visits
	Poor education expenditure tracking	Improve expenditure tracking	Established effective monitoring system Training of personnel

SECTION C:

MANAGEMENT OF THE PROCESS

One of the cardinal objectives of SESP is the articulation of education vision of Katsina State. It is intended to provide direction to the government's determination by addressing the challenges in the education sector. In order to make effective actualization of the SESP, there is need to have dynamic management system. The essence of the management is to:

- i. Make sure that the implementation of the SESP is done according to the planned objectives.
- ii. Ensure that what is prioritized is implemented to the fullest.
- iii. Monitor and evaluate implementation process.
- iv. Deliberate on the monitoring and evaluation report(s) with the aim of addressing the identified fuzzy areas.

For effective management, implementation and monitoring of SESP, there should be a high level committee to be headed by the Deputy Governor as Chairman, with the following as members:-

- ✓ Commissioners of the following Ministries:-
 - Education.
 - Finance, Budget & Economic Planning
 - Works, Housing and Transport
 - Local Government and Chieftaincy Affairs
 - Health
 - Women Affairs
 - Water Resources
 - Agriculture
 - Information and Culture
- ✓ Special Adviser on Higher Education
- ✓ Special Adviser on Girl Child Education and Child Development
- ✓ Chairman, House Committee on Education
- ✓ Executive Chairman, SUBEB
- ✓ Executive Secretary, STEB
- ✓ Executive Director SAME
- ✓ Chairman TSB
- ✓ Chairman ALGON
- ✓ Director (PRS) SMOE
- ✓ Chairman Assoc. of LGEAs Educ. Secretaries
- ✓ Chairman State PTA
- ✓ Chairman SBMC State Level Committee
- ✓ Chairman Council of Traditional Rulers.
- ✓ Chairman NUT
- ✓ Monitoring and Evaluation Team.

There should also be the following Sub- Committees:-

- **SUB- COMMITTEE ON IMPLEMENTATION (SSS)**

- Commissioner of Education as Chairman
- Director (PRS)
- Director (SCHs)
- Director (INSP.)
- Director (F&A)
- Director (Works)
- Director(ERC)
- Executive Sec. STEB
- Chairman TSB
- SUB- COMMITTEE ON IMPLEMENTATION (Basic Education)
 - Ex. Chairman SUBEB as Chairman
 - Perm. Members
 - Director (Insp.) SMOE
 - Director (PRS) SUBEB
 - Ex. Director SAME
 - S A OSAGCE&CD
 - Director (SS)
 - Director (F&A) SUBEB
 - Chairman ALGON
 - SBMC
 - NUT
 - PTA
- SUB- COMMITTEE ON IMPLEMENTATION (Higher Education)
 - Special Adviser on Higher Education as Chairman
 - All Commissioners in the Central Committee
 - Vice Chancellors of KTUMYU & Islamic University
 - Rectors and Provosts
 - Reps of Academic Unions (2)
- MONITORING AND EVALUATION COMMITTEE ON SESP
 - Director (PRS) SMOE as Chairman
 - Members of Core Technical Team of SESP
 - Director (Insp.)
 - Director (PRS) SUBEB

The various Sub- Committees should submit monthly reports to the Central Committee on the extent of the implementation of SESP. The Ministry of Education should be the central coordinating body for the implementation of the SESP.

There should also be a unit under PRS Department which should serve as the Desk Office for SESP and SESOP, to be headed by an officer not below the rank of Assistant Director.

LIST OF ACRONYMS

1. ANCOPSS = All Nigeria Conference of Principals of Secondary Schools
2. ALGON = Association of Local Government of Nigeria
3. CBOs = Community-Based Organizations
4. CSOs = Civil Society Organizations
5. DFID = Department for International Development
6. ECCDE = Early Child Care Development Education
7. EDSI = Education Strategies International
8. EFA = Education For All
9. EMIS = Education Management and Information System
10. ERC = Education Resource Centre
11. F&A = Finance and Administration
12. FME = Federal Ministry of Education
13. GEP = Girl Education Project
14. HUKPOLY = Hassan Usman Katsina Polytechnic
15. ICT = Information and Communication Technology
16. IKCoE = Isa Kaita College Of Education
17. INSET = In-Service Training
18. INSP = Inspectorate
19. JSCE = Junior Secondary Certificate Examination
20. JSS = Junior Secondary School
21. KEF = Katsina Education Fund
22. KTSEEDs = Katsina State Economic Empowerment and Development Strategy
23. KTUMYU = Umaru Musa Yar'adua University, Katsina
24. LGA = Local Government Area
25. LGEA = Local Government Education Authority
26. MDG = Millennium Development Goal
27. NCE = Nigerian Certificate of Education
28. NECO = National Examination Council
29. NEEDS = National Economic Empowerment Development
30. NFE = Non-Formal Education
31. NGO = Non- Governmental Organization
32. NIEPA = National Institute for Educational Planning and Administration
33. NUT = Nigeria Union Of Teachers
34. OSAGCE = Office of the Special Adviser on Girl-Child Education
35. PHE = Physical and Health Education
36. PRS = Planning Research Statistics
37. PTA = Parents Teachers Association
38. SBMC = School-Based Management Committee

- 39. SCH = School
- 40. SEEDs = State Economic Empowerment and Development Strategy
- 41. SESP = Strategic Education Sector Plan
- 42. SESOP = Strategic Education Sector Operational Plan
- 43. SMoE = State Ministry of Education
- 44. SSCE = Senior Secondary School Certificate Examination
- 45. SSS = Senior Secondary School
- 46. STEB = Science and Technical Education Board
- 47. SUBEB = State Universal Basic Education Board
- 48. TSB = Teachers Service Board
- 49. UBE = Universal Basic Education
- 50. UBEC = Universal Basic Education Commission
- 51. UNDF = United Nations Development Fund
- 52. UNESCO = United Nations Education Scientific and Cultural Organization
- 53. UNFPA = United Nations Funds for Population Activities
- 54. UNICEF = United Nations Children's Fund
- 55. WASH = Water and Sanitation Hygiene
- 56. WAEC = West Africa Examinations Council

ANNEX

VITAL EDUCATION STATISTICS TEMPLATE

Section A; (State-level general information)

1. Population

Age Group	Total	Males	Females
0 – 4	1,207,834	626,686	581,148
05 to 09	949,742	499,315	450,427
10 – 14	658,282	353,874	304,408
15 – 19	565,159	280,905	284,254
20 – 24	485,818	204,233	281,585
25 – 29	451,503	189,747	261,756
30 – 34	364,581	171,466	193,115
35 – 39	262,572	135,295	127,277
40 – 44	241,915	129,273	112,642
45 – 49	147,600	85,579	62,021
50 – 54	158,973	90,943	68,030
55 – 59	57,287	34,376	22,911
60 – 64	90,269	52,074	38,195
65 – 69	29,437	16,581	12,856
70 – 74	52,812	31,723	21,089
75 – 79	18,271	10,991	7,280
80 – 84	33,423	19,531	13,892
85+	26,106	15,687	10,419
Total	5,801,584	2,948,279	2,853,305

2. State Wide distribution

S/N	Local Government Area	Male	Female	Total
1	BAKORI	72714	76802	149516
2	BATAGARAWA	96693	92366	189059
3	BATSARI	104279	103595	207874
4	BAURE	102127	100814	202941
5	BINDAWA	76925	74077	151002

6	CHARANCHI	70040	66949	136989
7	DANDUME	58031	55159	113190
8	DANJA	74222	71101	145323
9	DANMUSA	63663	61818	125481
10	DAURA	115576	109308	224884
11	DUTSI	61430	59472	120902
12	DUTSIN-MA	88202	81627	169829
13	FASKARI	97963	96437	194400
14	FUNTUA	117789	107367	225156
15	INGAWA	86061	83087	169148
16	JIBIA	85149	82286	167435
17	KAFUR	104620	104740	209360
18	KAITA	93190	89215	182405
19	KANKARA	121815	121444	243259
20	KANKIA	77061	74334	151395
21	KATSINA	168906	149226	318132
22	KURFI	59021	57679	116700
23	KUSADA	50930	47418	98348
24	MAI'ADUA	103107	98693	201800
25	MALUMFASHI	92420	90471	182891
26	MANI	88007	88294	176301
27	MASHI	84105	86965	171070
28	MATAZU	57587	56227	113814
29	MUSAWA	85788	84218	170006
30	RIMI	77059	77033	154092
31	SABUWA	72106	68573	140679
32	SAFANA	93410	91797	185207
33	SANDAMU	68512	68432	136944
34	ZANGO	79771	76281	156052
	Grand Total:	2,948,279	2,853,305	5,801,584

Source: National Population Commission, 2006 Population Census

Section B: School Enrolment (current year)

1. ECC

Class	Male	Female	Total
Kg i	NA	NA	NA
Kg ii	NA	NA	NA
Nursery i	10,292	12,206	22,498
Nursery ii	38,152	18,660	56,812
Total	48,444	30,866	79,310

Source: SUBEB (2009 census)

NA = Not Applicable

Primary 2009/2010

Class	Male	Female	Total
Primary 1	154,815	102,752	257567
Primary 2	144,109	91,765	235874
Primary 3	145,563	96,166	241729
Primary 4	139,520	87,384	226904
Primary 5	126,284	80,078	206362
Primary 6	114,829	67,767	182596
Total	825120	525912	1351032

Source: SUBEB (2009 census)

2.0 Enrolment for Junior Secondary Schools by Classes by sex 2009

Junior Class	Male	Female	Total
JSS 1	36680	19879	56559
JSS 2	32629	16390	49019
JSS 3	29176	13740	42916
Total	98485	50009	148494

Source: MOE 2009 Annual School Census

1. Enrolment for Senior Secondary Schools by Classes by sex 2009

Senior Class	Male	Female	Total
SSS 1	26837	8566	35403
SSS 2	23578	8027	31605
SSS 3	21362	6153	27515
Total	71777	22746	94523

Source: MOE 2009 Annual School Census

Section C: LGEA Enrolment Figures

Early Childhood Care Development enrolment by LGA and sex 2009

S/N	LGA	No. Of ECCDE Centres			
			ECCDE Boys	ECCDE Girls	ECCDE Total
1	Bakori	32	343	99	442
2	Batagarawa	5	593	291	884
3	Batsari	3	2241	542	2783
4	Baure	5	579	233	812
5	Bindawa	7	1155	350	1505
6	Charanchi	3	4478	4283	8761
7	Dandume	1	95	25	120
8	Danja	3	440	128	568
9	Danmusa	46	3190	1452	4642
10	Daura	10	3496	1609	5105
11	Dutsi	3	601	215	816
12	Dutsin-ma	7	588	270	858
13	Faskari	10	1576	955	2531
14	Funtua	10	3241	1931	5172
15	Ingawa	23	1063	525	1588
16	Jibia	7	783	313	1096
17	Kaita	3	343	99	442
18	Kankara	3	577	274	851
19	Kankia	6	475	188	663
20	Kafur	4	505	230	735
21	Katsina	30	1155	350	1505

22	Kurfi	5	505	230	735
23	Kusada	20	1293	596	1889
24	Mai'adua	3	227	120	347
25	Malumfashi	42	2144	846	2990
26	Mani	6	1974	787	2761
27	Mashi	1	250	50	300
28	Matazu	4	900	180	1080
29	Musawa	7	326	151	477
30	Rimi	6	528	205	733
31	Sabuwa	21	1104	581	1685
32	Sandamu	1	67	32	99
33	Safana	8	1060	417	1477
34	Zango	7	257	103	360
		345	38152	18660	56812

Source: SUBEB 2009

Primary Schools enrolment by LGA and sex 2009

S/N	LGA	No. of Schools	Enrolment		
			Male	Female	Total
1	Bakori	86	35,464	23,810	59,274
2	Batagarawa	66	22,038	12,998	35,036
3	Batsari	86	21,769	11,719	33,488
4	Baure	87	25,574	17,126	42,700
5	Bindawa	68	20,728	13,282	34,010
6	Charanchi	56	27,899	12,556	40,455
7	Dadume	54	24,392	12,064	36,456
8	Dan Musa	58	35,479	12,838	48,317
9	Danja	68	30,315	14,524	44,839
10	Daura	45	30,621	24,514	55,135
11	Dustsin-Ma	33	16,325	10,252	26,577
12	Dutsi	73	25,695	17,340	43,035
13	Faskari	80	24,317	15,463	39,780
14	Funtua	62	25,994	22,509	48,503
15	Ingawa	74	16,201	11,128	27,329
16	Jibia	74	34,054	23,300	57,354
17	Kafur	55	11,992	6,289	18,281
18	Kaita	91	22,876	15,135	38,011
19	Kankara	66	20,405	18,167	38,572
20	Kankia	80	30,825	18,882	49,707
21	Katsina	46	32,811	30,993	63,804
22	Kurfi	72	17,550	14,923	32,473
23	Kusada	36	23,935	14,222	38,157
24	Mai'adua	66	21,527	15,000	36,527
25	Malumfashi	78	35,073	23,004	58,077
26	Mani	69	28,779	21,440	50,219
27	Mashi	60	24,629	10,847	35,476
28	Matazua	58	19,816	9,830	29,646
29	Musawa	71	25,545	15,931	41,476
30	Rimi	59	23,625	12,886	36,511
31	Sabuwa	54	13,346	7,447	20,793
32	Safana	52	12,028	6,993	19,021
33	Sandamu	61	27,768	16,656	44,424
34	Zango	44	15,725	11,844	27,569
		2188	825,120	525,912	1,351,032

Source: SUBEB 2009 Census

1. Enrolment in Junior Secondary Schools by LGA and Sex 2009

S/N	LGA	No. Of Schools	Enrolment		
			M	F	MF
1.	Bakori	9	5394	3390	8784
2.	Batagarawa	6	2557	806	3363
3.	Batsari	5	1941	185	2126
4.	Baure	5	1832	768	2600
5.	Bindawa	7	2082	534	2616
6.	Charanchi	7	1700	1369	3069
7.	Dandume	4	2592	533	3125
8.	Danja	4	3196	904	4100
9.	Danmusa	7	3015	1090	4105
10.	Daura	6	3155	2179	5334
11.	Dutsi	5	697	1279	1976
12.	Dutsin-ma	9	3784	1529	5313
13.	Faskari	11	3198	1576	4774
14.	Funtua	9	9072	5956	15028
15.	Ingawa	6	1540	475	2015
16.	Jibia	6	2681	2161	4842
17.	Kaita	4	1375	479	1854
18.	Kankara	7	4031	1354	5385
19.	Kankia	7	2081	1086	3167
20.	Kafur	8	3857	1273	5130
21.	Katsina	10	15142	11767	26909
22.	Kurfi	5	1973	889	2862
23.	Kusada	6	1062	1311	2373
24.	Mai'adua	5	1737	572	2309
25.	Malumfashi	9	6494	4395	10889
26.	Mani	7	1595	1781	3376
27.	Mashi	8	2601	991	3592
28.	Matazu	4	1593	378	1971
29.	Musawa	7	2744	1105	3849
30.	Rimi	5	1894	791	2685
31.	Sabuwa	4	1587	245	1832
32.	Sandamu	6	1153	1256	2409
33.	Safana	7	1370	501	1871

34.	Zango	3	242	1101	1343
Total		172	98485	50009	148494

Source: 2009 Annual School Census

2. Enrolment in Senior Secondary Schools by LGA and Sex 2009

S/N	LGA	No. of Schools	Enrolment		
			M	F	MF
1.	Bakori	5	3363	576	3939
2.	Batagarawa	5	1134	70	1204
3.	Batsari	3	1497	21	1518
4.	Baure	4	1273	227	1500
5.	Bindawa	6	1270	105	1375
6.	Charanchi	5	1328	640	1968
7.	Dandume	3	1411	101	1512
8.	Danja	2	1744	291	2035
9.	Danmusa	4	1747	272	2019
10.	Daura	5	3799	1143	4942
11.	Dutsi	3	236	798	1034
12.	Dutsin-ma	6	1971	886	2857
13.	Faskari	7	2505	335	2840
14.	Funtua	8	4460	82	4542
15.	Ingawa	4	1563	259	1822
16.	Jibia	4	1379	1299	2678
17.	Kaita	2	940	165	1105
18.	Kankara	6	3489	558	4047
19.	Kankia	6	1680	1047	2727
20.	Kafur	5	1889	472	2361
21.	Katsina	10	13839	6753	20592
22.	Kurfi	4	1384	255	1639
23.	Kusada	4	663	876	1539
24.	Mai'adua	4	1263	175	1438
25.	Malumfashi	8	6209	2052	8261
26.	Mani	5	1430	1053	2483
27.	Mashi	7	2100	301	2401
28.	Matazu	3	1112	62	1174
29.	Musawa	5	2467	165	2632
30.	Rimi	3	1120	192	1312
31.	Sabuwa	3	1099	99	1198

32.	Sandamu	5	1024	685	1709
33.	Safana	3	685	88	773
34.	Zango	3	633	1090	1723
Total		160	71777	22746	94523

Source: 2009 Annual School Census

Section D:

Section E:

Teachers' Distribution

1. Primary Schools Teachers' by LGA and Sex 2009

S/N	LGA	No. of Schools	Teachers		
			M	F	MF
1.	Bakori	86	636	201	837
2.	Batagarawa	66	324	117	441
3.	Batsari	86	373	26	399
4.	Baure	86	604	44	648
5.	Bindawa	68	429	73	502
6.	Charanchi	56	412	57	469
7.	Dandume	54	249	50	299
8.	Danja	58	330	57	387
9.	Danmusa	67	452	53	505
10.	Daura	45	389	305	694
11.	Dutsi	33	366	98	464
12.	Dutsin-ma	72	385	247	632
13.	Faskari	80	353	119	472
14.	Funtua	62	397	296	693
15.	Ingawa	72	441	37	478
16.	Jibia	69	457	114	571
17.	Kaita	55	350	40	390
18.	Kankara	90	517	98	615
19.	Kankia	66	405	141	546
20.	Kafur	80	778	150	928
21.	Katsina	45	416	799	1215
22.	Kurfi	72	442	72	514
23.	Kusada	36	294	25	319

24.	Mai'adua	65	626	204	830
25.	Malumfashi	78	578	182	760
26.	Mani	69	546	143	689
27.	Mashi	60	494	85	579
28.	Matazu	58	490	33	523
29.	Musawa	71	482	70	552
30.	Rimi	60	406	128	534
31.	Sabuwa	54	208	37	245
32.	Sandamu	51	310	49	359
33.	Safana	61	445	88	533
34.	Zango	44	375	91	466
Total		2175	14759	4329	19088

2. Junior Secondary School Teachers by LGA and Sex 2009

S/N	LGA	No. of Schools	Teachers		
			M	F	MF
1.	Bakori	9	104	11	115
2.	Batagarawa	6	101	32	133
3.	Batsari	5	36	0	36
4.	Baure	5	44	2	46
5.	Bindawa	7	71	1	72
6.	Charanchi	7	76	12	88
7.	Dandume	4	27	2	29
8.	Danja	4	26	1	27
9.	Danmusa	7	51	2	53
10.	Daura	6	79	20	99
11.	Dutsi	5	47	5	52
12.	Dutsin-ma	9	143	24	167
13.	Faskari	11	76	1	77
14.	Funtua	9	99	22	121
15.	Ingawa	6	59	0	59
16.	Jibia	6	60	12	72
17.	Kaita	4	44	3	47
18.	Kankara	7	68	5	73
19.	Kankia	7	90	10	100
20.	Kafur	8	56	1	57
21.	Katsina	10	391	314	705
22.	Kurfi	5	57	1	58
23.	Kusada	6	41	6	47
24.	Mai'adua	5	57	2	59
25.	Malumfashi	9	125	26	151
26.	Mani	7	84	8	92
27.	Mashi	8	97	6	103
28.	Matazu	4	37	0	37
29.	Musawa	7	60	4	64
30.	Rimi	5	78	7	85
31.	Sabuwa	4	49	12	61
32.	Sandamu	6	84	15	99
33.	Safana	7	55	0	55
34.	Zango	3	31	1	32

Total	172	2603	568	3171
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Source: 2009 Annual School Census

3. Senior Secondary School Teachers by LGA and Sex 2009

S/N	LGA	No. of Schools	Teachers		
			M	F	MF
1.	Bakori	5	52	3	55
2.	Batagarawa	5	85	11	96
3.	Batsari	3	26	0	26
4.	Baure	4	23	0	23
5.	Bindawa	6	30	0	30
6.	Charanchi	5	43	11	54
7.	Dandume	3	22	2	24
8.	Danja	2	31	8	39
9.	Danmusa	4	17	3	20
10.	Daura	5	74	13	87
11.	Dutsi	3	23	7	30
12.	Dutsin-ma	6	72	5	77
13.	Faskari	7	53	1	54
14.	Funtua	8	103	30	133
15.	Ingawa	4	53	0	53
16.	Jibia	4	45	3	48
17.	Kaita	2	23	2	25
18.	Kankara	6	46	3	49
19.	Kankia	6	57	4	61
20.	Kafur	5	31	1	32
21.	Katsina	10	284	142	426
22.	Kurfi	4	36	0	36
23.	Kusada	4	19	3	22
24.	Mai'adua	4	44	2	46
25.	Malumfashi	8	104	21	125
26.	Mani	5	60	2	62
27.	Mashi	7	59	6	65
28.	Matazu	3	16	2	18
29.	Musawa	5	40	2	42
30.	Rimi	3	31	1	32
31.	Sabuwa	3	27	2	29
32.	Sandamu	5	56	13	69
33.	Safana	3	24	0	24
34.	Zango	3	23	2	25
Total		160	1732	305	2037

Source: 2009 Annual School Census

1. Teacher by qualification - primary school 2009

S/N	LGA	Number of Teachers					
		TEACHERS (TOTAL)	QUALIFIED TEACHERS (TOTAL)	TEACHERS (FEMALE)	QUALIFIED TEACHERS (FEMALE)	TEACHERS (MALE)	QUALIFIED TEACHERS (MALE)
1.	Bakori	837	402	201	112	636	290
2.	Batagarawa	441	201	117	60	324	141
3.	Batsari	399	181	26	11	373	170
4.	Baure	648	89	44	5	604	84
5.	Bindawa	502	180	73	14	429	166
6.	Charanchi	469	186	57	13	412	173
7.	Dandume	299	139	50	29	249	110
8.	Danja	387	167	57	20	330	147
9.	Danmusa	505	194	53	18	452	176
10.	Daura	694	341	305	168	389	173
11.	Dutsi	464	111	98	23	366	88
12.	Dutsin-ma	632	319	247	125	385	194
13.	Faskari	472	240	119	62	353	178
14.	Funtua	693	413	296	196	397	217
15.	Ingawa	478	199	37	14	441	185
16.	Jibia	571	239	114	23	457	216
17.	Kaita	390	117	40	10	350	107
18.	Kankara	615	236	98	34	517	202
19.	Kankia	546	290	141	94	405	196
20.	Kafur	928	264	150	32	778	232
21.	Katsina	1215	665	799	426	416	239
22.	Kurfi	514	202	72	27	442	175
23.	Kusada	319	166	25	10	294	156
24.	Mai'adua	830	195	204	17	626	178
25.	Malumfashi	760	430	182	98	578	332
26.	Mani	689	285	143	53	546	232
27.	Mashi	579	211	85	23	494	188
28.	Matazu	523	163	33	19	490	144
29.	Musawa	552	276	70	38	482	238
30.	Rimi	534	254	128	41	406	213
31.	Sabuwa	245	127	37	26	208	101

32.	Sandamu	359	117	49	6	310	111
33.	Safana	533	281	88	40	445	241
34.	Zango	466	161	91	17	375	144
TOTAL		19088	8041	4329	1904	14759	6137

2. Teachers by Qualification – Junior Secondary Schools 2009

s/n	LGEA	Number of Teachers					
		TEACHERS (TOTAL)	QUALIFIED TEACHERS (TOTAL)	TEACHERS (FEMALE)	QUALIFIED TEACHERS (FEMALE)	TEACHERS (MALE)	QUALIFIED TEACHERS (MALE)
1.	Bakori	115	58	3	6	104	52
2.	Batagarawa	133	70	11	23	101	47
3.	Batsari	36	28	0	0	36	28
4.	Baure	46	30	0	2	44	28
5.	Bindawa	72	73	0	1	71	72
6.	Charanchi	88	80	11	12	76	68
7.	Dandume	29	27	2	1	27	26
8.	Danja	27	39	8	2	26	37
9.	Danmusa	53	35	3	1	51	34
10.	Daura	99	68	13	21	79	47
11.	Dutsi	52	48	7	5	47	43
12.	Dutsin-ma	167	149	5	23	143	126
13.	Faskari	77	82	1	7	76	75
14.	Funtua	121	122	30	33	99	89
15.	Ingawa	59	51	0	1	59	50
16.	Jibia	72	75	3	17	60	58
17.	Kaita	47	48	2	1	44	47
18.	Kankara	73	40	3	2	68	38
19.	Kankia	100	38	4	3	90	35
20.	Kafur	57	84	1	5	56	79
21.	Katsina	705	535	142	264	391	271
22.	Kurfi	58	62	0	0	57	62
23.	Kusada	47	43	3	6	41	37
24.	Mai'adua	59	54	2	2	57	52

25.	Malumfashi	151	121	21	18	125	103
26.	Mani	92	88	2	9	84	79
27.	Mashi	103	65	6	4	97	61
28.	Matazu	37	35	2	0	37	35
29.	Musawa	64	39	3	2	60	36
30.	Rimi	85	63	1	6	78	57
31.	Sabuwa	61	40	2	2	49	38
32.	Sandamu	99	45	13	0	84	45
33.	Safana	55	97	0	15	55	82
34.	Zango	32	35	2	1	31	34
Total		3171	2567	305	496	2603	2071

Source: 2009 Annual School Census

3. Teachers by Qualification - Senior Secondary 2009

S/N	LGEA	TEACHERS (TOTAL)	QUALIFIED TEACHERS (TOTAL)	TEACHERS (FEMALE)	QUALIFIED TEACHERS (FEMALE)	TEACHERS (MALE)	QUALIFIED TEACHERS (MALE)
1	Bakori	55	70	3	8	52	62
2	Batagarawa	96	70	11	23	85	47
3	Batsari	26	21	0	0	26	21
4	Baure	23	30	0	2	23	28
5	Bindawa	30	47	0	6	30	41
6	Charanchi	54	32	11	11	43	21
7	Dandume	24	23	2	3	22	20
8	Danja	39	34	8	6	31	28
9	Danmusa	20	13	3	1	17	12
10	Daura	87	54	13	7	74	47
11	Dutsi	30	21	7	4	23	17
12	Dutsin-ma	77	95	5	9	72	86
13	Faskari	54	58	1	1	53	57
14	Funtua	133	110	30	29	103	81
15	Ingawa	53	36	0	1	53	35
16	Jibia	48	65	3	10	45	55
17	Kaita	25	28	2	0	23	28
18	Kankara	49	18	3	1	46	17
19	Kankia	61	35	4	0	57	35
20	Kafur	32	45	1	4	31	41
21	Katsina	426	205	142	75	284	130
22	Kurfi	36	20	0	0	36	20
23	Kusada	22	6	3	1	19	5
24	Mai'adua	46	31	2	2	44	29
25	Malumfashi	125	77	21	20	104	57
26	Mani	62	41	2	3	60	38
27	Mashi	65	30	6	1	59	29
28	Matazu	18	14	2	2	16	12
29	Musawa	42	19	2	1	40	18
30	Rimi	32	27	1	1	31	26
31	Sabuwa	29	18	2	2	27	16
32	Sandamu	69	22	13	0	56	22
33	Safana	24	32	0	3	24	29
34	Zango	25	35	2	1	23	34
Total		1912	1482	284	238	1628	1244

Source: Annual School Census

4. *Qualified teacher-pupil ratio by LGA*

S/N	LGA	Total enrolment	Total no. Of qualified teachers	Qualified Teacher/pupil ratio
1	Bakori	59,274	402	1:147
2	Batagarawa	35,036	201	1:174
3	Batsari	33,488	181	1:185
4	Baure	42,700	89	1:480
5	Bindawa	34,010	180	1:189
6	Charanchi	40,455	186	1:218
7	Dandume	36,456	139	1:262
8	Danja	48,317	167	1:289
9	Danmusa	44,839	194	1:231
10	Daura	55,135	341	1:162
11	Dutsi	26,577	111	1:239
12	Dutsin-ma	43,035	319	1:135
13	Faskari	39,780	240	1:166
14	Funtua	48,503	413	1:117
15	Ingawa	27,329	199	1:137
16	Jibia	57,354	239	1:240
17	Kaita	18,281	117	1:156
18	Kankara	38,011	236	1:161
19	Kankia	38,572	290	1:133
20	Kafur	49,707	264	1:188
21	Katsina	63,804	665	1:96
22	Kurfi	32,473	202	1:161
23	Kusada	38,157	166	1:230
24	Mai'adua	36,527	195	1:187
25	Malumfashi	58,077	430	1:135
26	Mani	50,219	285	1:176
27	Mashi	35,476	211	1:168

28	Matazu	29,646	163	1:182
29	Musawa	41,476	276	1:150
30	Rimi	36,511	254	1:144
31	Sabuwa	20,793	127	1:164
32	Sandamu	19,021	117	1:163
33	Safana	44,424	281	1:158
34	Zango	27,569	161	1:171
TOTAL		1,351,032	8041	1:168

Qualified teacher /pupil ratio

Level	Total enrolment	Total no. Of qualified teachers	Qualified Teacher/pupil ratio
Primary	1,351,032	8041	1:168
Junior Secondary	148,494	2,567	1:58
Senior Secondary	94,523	1,482	1:64
Total	1,594,049	12,090	1:132

Section F:
Physical Facilities

1. Total number of schools 2009

Ownership	ECCD	Primary	Junior Secondary	Senior Secondary	Total
Public	345	2188	172	160	
Private	181	181	28	28	
Others (community)	13	13	54	54	
Total	539	2382	254	242	

Source: 2009 Annual School Census

2. Total number of classrooms - Public schools

Level	Enrolment	Classrooms	Average no. Of pupils per classrooms
Primary	1,281,155	9,884	1:130
Junior Secondary	148,494	1,645	1:90
Senior Secondary	94,523	1,166	1:81
Total	1,524,172	12,695	1:20

Source: 2009 Annual School Census (SUBEB & MOE)

Section G:
Funding of Education

1. Trends in government budgetary allocations

Year	Total govt budget	Total govt. Education budget	% education budget
2007	55,776,136,595.00	20,213,605,006.00	36.24
2008	60,874,182,330.00	17,942,258,572.00	29.47
2009	70,414,645,060.00	20,300,846,827.00	28.83
2010	81,122,810,438.00	19,081,201,163.00	23.52

THE ABOVE BUDGET IS FOR BOTH CAPITAL AND RECURRENT

Source; State Ministry of Education, Finance and Planning

2. Trend in sub-sectoral allocations

Year	Basic education	Secondary education	Tertiary education	Non-formal
2007	914,000,000.00 (500,000,000.00 intervention from state government + 34,212,515.61 as 10% salary contribution)	2,383,395,680.00 (15,046,056,465, capital for the education sector in the state)	468,950,200.00 (15,046,056,465, capital for the education sector in the state)	45,335,960.00 (no capital project provision in 2007)
2008	8,501,562,868.00 (500,000,000.00 intervention from state government + 34,212,515.61 as 10% salary contribution)	3,235,821,420.00 (11,586,401,965, capital for the education sector in the state)	1,868,229,570.00 (11,586,401,965, capital for the education sector in the state)	57,698,085.00 (13,200,000.00, capital expenditure)
2009	8,986,926,820.16 (500,000,000.00 intervention from state government + 34,212,515.61 as 10% salary contribution)	4,202,087,680.00 (12,701,415,914, capital for the education sector in the state)	2,142,424,060.00 (12,701,415,914, capital for the education sector in the state)	57,131,831.00 (19,190,000.00, capital expenditure)
2010	9,795,789,144.00 (832,423,423.00 intervention from state+ 34,212,515.61 as 10%	5,291,323,700.00 (11,331,763,013, capital for the education sector in	2,458,114,450.00 (11,331,763,013, capital for the education sector in	112,678,575.00 (18,340,000.00, capital expenditure)

	salary contribution)	the state)	the state)	
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- In 2008, 11,573,201,965 as capital budget for education sector excluding SAME.
- In 2009, 12,682,225,914 as capital budget for education sector excluding SAME.
- In 2010, 11,313,423,013 as capital budget for education sector excluding SAME.

Source: State Ministry of Education and Ministry of Finance, Budget and Economic Planning.

3. Trend in allocations to educational services

Year	Ministry	Parastatals	Teachers	Teaching learning materials	Others
2007	5,737,741,115.00	12,384,901,979.00	1,917,161,650.00	Included in capital budget for the education sector	
2008	7,343,303,920.00	8,374,236,190.00	2,455,890,885.00	Included in capital budget for the education sector	
2009	6,912,573,143.00	11,762,841,903.00	3,169,573,145.00	Included in capital budget for the education sector	

4. Unit cost

Year	Basic education budget	Enrolment basic education	Secondary Education budget	Enrolment sec. Education	Tertiary (non-university budget)	Tertiary enrolment
2009	8,986,926,820.16	1,281,155	6,912,573,143.00	243,017	1,657,959,033	30,452
Unit cost	7,014.71		28,444.81			

Section H
Internal Efficiency Issues

1. Dropout picture – Basic Education

Primary enrolment 2006	No. Proceeding to primary 2007	No. Transiting to JSS 2008	No. Proceeding to JSS 2 in 2009	No. Proceeding to JSS 3 in 2010
228,055	225,536	56,559	57,405	35,403

Source: 2009 Annual School Census

2. Dropout Picture – Secondary Schools Education

SSS 1 enrolment 2008	No. Proceeding to SS 2 2009	No. Proceeding to SS 3 in 2010
35,403	30,668	30,668

Source: 2009 Annual School Census

